

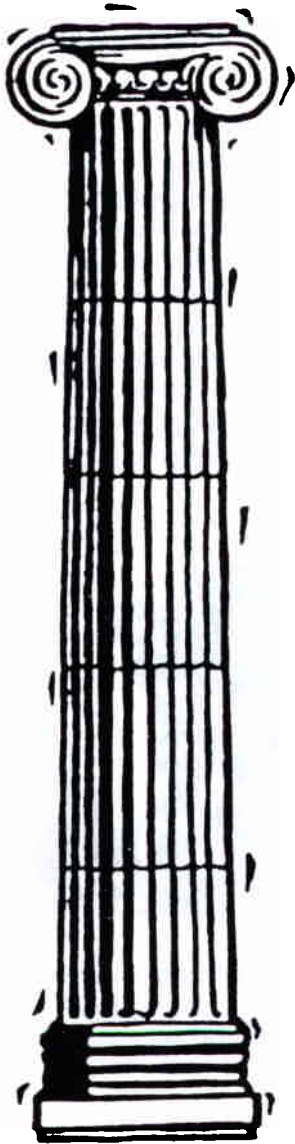
*Wisconsin Child Care Information Center
Newsletter*



*Fathers,
Families
&
Caregivers*

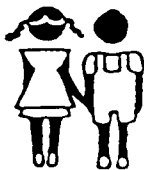
Issue 32

Children Learn What They Live



*If a child lives with criticism,
he learns to condemn.
If a child lives with hostility,
he learns to fight.
If a child lives with ridicule,
he learns to be shy.
If a child lives with shame,
he learns to feel guilty.
If a child lives with tolerance,
he learns to be patient.
If a child lives with encouragement,
he learns confidence.
If a child lives with praise,
he learns to appreciate.
If a child lives with fairness,
he learns justice.
If a child lives with security,
he learns to have faith.
If a child lives with approval,
he learns to like himself.
If a child lives with acceptance and friendship,
he learns to find love in the world.*

-Dorothy Law Holte



The Wisconsin Child Care Information Center
is a project sponsored by the
Office of Child Care
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Wisconsin Department of Workforce Development

Home Cultures

Five-year-old Mark roved just outside the house corner during free play, tossing various objects into the area and waiting for a reaction from the girls playing in their "house". "Teacher!", came the inevitable wail.

The teacher had been watching with interest as Mark, a very physical boy, from a traditional blue-collar family, sought to make contact with the house group. After asking who lived in their house, the teacher said, "Seems like you might need a big brother or a daddy here." Mark looked a little sceptical when the girls said they were dressing the dolls and washing dishes, and he could be the baby. The teacher said, "You know, I see that some dishes have fallen behind the sink. I wonder if someone in this family is strong enough to move the counter and get those out?" Mark immediately responded. He was eager to be a strong male adult participating in an active family. The dishes continued to end up behind the counter for some time, requiring Mark's expertise, and the girls happily adjusted the play to accommodate the new character in the evolving domestic drama. Other maintenance jobs appeared and gradually over several play periods, Mark found that fixing the doll buggy wheels meant checking out whether they rolled well, which meant taking the teddy bears (rather than the dolls) for a drive, sometimes over to the block area to "shop".

Helping Mark cope with his picture of what was and wasn't appropriate for a "guy" to do and what he really wanted to do was very rewarding as the teacher saw him solving his dilemmas when the setting was right. The play did not clash with his home culture, yet the teacher could feel assured that he was becoming secure in his identity and forming a good basis for nurturing skills needed in later life. Had she preached to the group of gender equity, she might have caused him to question the validity of his own father's fathering style and perhaps made him belligerent in the group setting, since his loyalty would more than likely be given to his home culture.



By allowing compromises and learning possible solutions, Mark was able to make choices that were acceptable to his background, acceptable to the culture of the group setting, and allowed him to practice necessary social skills. The wise teacher helps the child by providing props and activities that can expand a child's horizons beyond the home culture but not in conflict with it.

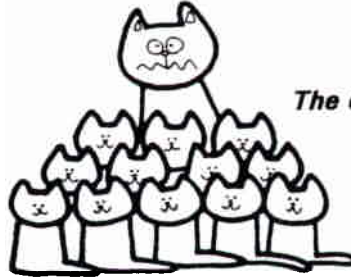
-Lita Kate Haddal, editor

Contents of Issue 32:

Editorial	1	New Family Child Care Handbook	10
Articles to Keep	2	Audiovisuals to Borrow	14
Calendar	2	Resources Elsewhere	20
!!!	9	Postscript	21
Books to Borrow	10	Ordering Information	22

Articles to Keep

1. **CONTINUING EDUCATION CALENDAR.** Statewide and national training events, courses, conferences and workshops pertaining to the field of early education and child care.
2. **AUDIOVISUAL LIST.** New 1996 updated annotated list of video tapes and audiocassettes available for borrowing from CCIC. Does not include the children's materials; a separate list is forthcoming.



*The children swarmed to him like settlers.
He became a land.*

-Wystan Auden, in Edward Lear

Men in Child Care

3. **Recruiting and Retaining Men in Your Center.** R. Neugebauer. *Child Care Information Exchange*, 5/94. Defines some of the problems in staff and societal attitudes that face men wishing to work with children in child care settings and gives some suggestions on how to combat the negative aspects wisely.
4. **Male Involvement in Early Childhood Programs.** Adapted from an article by McBride/Rane. *ERIC/EECE Newsletter*, Vol.8, No.2, Fall 96. Specific steps to preparing for more male involvement and a male-friendly environment in a child care program.
5. **Principles for Developing Male Involvement Programs in Early Childhood Settings: A Personal Experience.** J. Fagan. *Young Children*, 5/96. Mothers and women rather than fathers and men continue to be more involved in programs that children participate in. Recognizing the variety of reasons for this will help when attempting to increase male involvement in child care.
6. **Of Baseballs and Babies: Are You Unconsciously Discouraging Father Involvement in Infant Care?** M. Meyerhoff. *Young Children*, 5/94. Men doing child care have often been prevented from physical contact with babies by their female coworkers. Also other discriminatory behaviors to be alert to.
7. **Making the Most of Father Contact.** T. Bowman. *Family Day Caring*, 9/10-90. Providers are influential in defining the fathering roles of the parents they serve. Affirm, don't patronize the fathers involved in your program; accept that their reactions to situations may differ from those of mothers.
8. **Getting Men Involved.** M.S. Lane. *Scholastic Early Childhood Today*, 11/12-93. Practical examples of what to do to gain the attention of the men in your program and activities that will motivate participation.
9. **Letting Dads Be Dads.** J.L. Shapiro. *Parents*, 6/94. Fathers aren't assistant mothers. They've got a different - and just as important- role to play in their children's lives.
10. **The Crisis of the Absent Father.** R. Louv. *Parents*, 7/93. "A quarter of U.S. children have little or no contact with their dads, and the social and emotional consequences are devastating."
11. **Portraying Fathers and Other Men in the Curriculum.** B. Cunningham. *Young Children*, 9/94. Some children are physically separated from their fathers; others know their fathers yet those men range in parenting style from nurturing to remote workaholics. Providing for diversity in a curriculum on families is challenging.

12. **The Dark Legacy of Fatherhood.** W.F. Allman. *U.S. News & World Report*, 12/92. *WI State Journal*, 12/17/96. Not only prospective mothers' habits can damage the health of their unborn children.
13. **Building Self-Esteem: Fathers Play Key Role in Boosting Confidence of African-American Girls.** D. Owens. *WI State Journal*, 11/26/96. Study report includes a list of tips from Girls Incorporated, the advocacy group dedicated to uplifting girls' self-esteem, on how to raise strong, smart girls.
14. **Parent Education and Support Programs for Fathers.** McBride/McBride. *Childhood Education*, Fall 93. A summary of research on fathering education and a model for a father support program.
15. **Images of Fathers.** J. May. *Exceptional Parent*, 10/93. Being an involved father is not easy with healthy children, but the fathers of children with disabilities have even greater need for support.
16. **Fathers Involved in Child Care.** C. Schwarzbeck. WI DPI, *Families in Education*. A higher level of father involvement helps children, especially boys, be more successful. Unfortunately, greater time spent with the family usually means career advancement is put on the slow track.



It's very simple---spend time with your kids!
 -"Captain Kangaroo" Bob Keeshan,
 when asked as a parent and grandparent,
 for the single, most important bit of advice
 he would give parents today.

Stress

17. **Research in Review: Early Childhood Programs That Work for Children from Economically Disadvantaged Families.** Campbell/Taylor. *Young Children*, 5/96. A survey of programs that serve children from low-income families shows their success is evident in the children's school progress, the parents' improved employment levels, and the reduction of child abuse.
18. **What is a Healthy Family?** *Texas Parenting News*, Winter 91. 15 traits of well-functioning families.
19. **When Families Are In Crisis.** H.A. Osborn. *Family Day Caring*, 9/10-91. Signs of family problems to be alert to; ways providers can help families while preserving a professional distance from their problems.
20. **Mad, Sad, or Glad: Children Speak Out About Child Care.** J.L. Armstrong. *Young Children*, 1/94. Guidelines for gathering information from children. Also ways to use children's shared concerns to improve the child care situation.
21. **Helping Children Cope With Stress and Deal With Feelings.** R.A. Furman. *Young Children*, 1/95. Changes in a child's behavior pattern may be a sign of stress; helping children cope with the feelings produced by change and stress is a crucial part of the teacher/caregiver role.
22. Brochure: **So Many Goodbyes.** J.B. McCracken. *NAEYC*. Ways to ease young children's stress during the transition between home and group settings.
23. Brochure: **When Disaster Strikes: Helping Young Children Cope.** J.M. Farish. *NAEYC*.
24. Brochure: **Back To Sleep.** Reduce the Risk of Sudden Infant Death Syndrome (SIDS). *U.S. Public Health Service, American Academy of Pediatrics, SIDS Alliance & Ass'n of SIDS Program Professionals*. 6,000 babies die of "crib death" every year. Recent research findings show that sleep position, placing a baby on his back or alternating sides on a firm mattress, helps prevent SIDS.





Once a little boy came to me who'd been in a good nursery school for a year or so. His parents knew he needed a smaller setting when he moved all the chairs and tables in his nursery school classroom into one corner to barricade himself in. Evidently he bit, tantrumed, threw toys and challenged his teachers every day. At my house he had a slower pace, fewer children, and didn't have to go somewhere else in the afternoons. He settled down and seemed to enjoy himself. Still, he was a little restless. I always thought he was the kind of kid who should have been following his grandpa around all day.

-Joan Laurion, in Village of Kindness

Intergenerational Care

25. **Grandparents as Parents - Understanding the Issues.** S.M. Thaxton. *Child Care Information Exchange*, 7/95. How to support grandparents in the parenting role.
26. **There Will Always Be Lullabies.** *Zero to Three*, 2/3-96. A series of articles about grandparenting; a window into a different time and past lives in some cases but an all-too-early stage for others who are still raising the "parent" when they find themselves becoming grandparents.
27. **Grandparent's Day: What to Do for Children Who Don't Have a Grandparent.** J.B. Hasson. *Young Children*, 3/96.
28. **Caregiver's Corner.** *Young Children*, 5/96. Two short articles that prompt reflection. **My Special Grownup: A Respectful Piece of the Diversity Puzzle**, by Susan Rowan Jauch, is a Wisconsin Head Start teacher's sharing of how her center deals with the various types of families and contact persons for the children in their program; **Discovery Learning-About Other Races**, by Dr. Eileen Fluney-Stefano, is an anecdote of how adults' reactions to different family cultures and children's exposure to them are what shape a small child's perception of other races and cultures.
29. **Activities for Family Fun.** E.B. Church. *Scholastic Early Childhood Today*, 11/12-95. Ten suggestions for group-time that build on the strengths in diverse families and generations.
30. **Intergenerational Programs: Caring Between Young and Old.** D.J. Latimer. *Texas Child Care*, Fall 95. Practical suggestions for building a successful intergenerational program include "start out small" and "evaluate your own stereotypes of aging". Various options and considerations when working with the elderly and small children are explored.
31. **Older Adults in Early Childhood Programs: Why and How.** Smith/Newman. *Young Children*, 3/93. This is a short administrators' guide: the emotional, physical and social benefits of using older staff in child care and the recruitment, screening, training, and supervision the program must have.
32. **High/Scope for All Ages: Active Learning Crosses Generations.** D.K. Williams. *High/Scope ReSource*, Spring 94. Anecdotes of how the daily routines and the key experiences of High/Scope apply to the elderly and make for excellent shared activities.
33. **Partners in Growing.** R. Hochstein. *Parents*, 7/94. Seniors and school-agers planting and working in a garden together is a good way to begin an intergenerational program.

***Greatness after all, in spite of its name,
appears to be not so much a certain size
as a certain quality in human lives.
It may be present in lives whose range is very small.
-Phillips Brooks***



Home Cultures

34. **Creating Family-Centered Child Care Programs.** *ERIC/EECE Newsletter*, Spring 96, Vol.8, No.1. How families' needs and goals are to become the basis for program design by recognizing that children draw their identities from their own families.
35. **NAEYC Position Statement: Responding to Linguistic and Cultural Diversity - Recommendations for Effective Early Childhood Education.** Adopted 11/95. *Young Children*, 1/96. More than before, children are being cared for by providers that do not have the same language and culture as the child's home; the challenge for the provider is to respond appropriately to the diverse children in their care.
36. **Ways of Talking: Respecting Differences.** Genishi/Haas Dyson. *Child Care Information Exchange*, 7/96. Distinguishing language dialects from language disorders is important when caring for children whose home culture is not like your own.
37. **Addressing Prejudiced Statements: A Four-Step Method That Works!** B.S. Fennimore. *Childhood Education*, Summer 94. How to answer persons who may or may not be aware of their prejudice and how to peacefully inform them of your different opinion.
38. **Teaching Children About Differences.** D. Cole. *Parents'*, 4/95. "In a world that's hardly free of prejudice, how can we raise tolerant children?" A child's developmental stage determines how one should confront the biased statements of children.
39. **What to Tell Your Children About Strangers.** Segal/Segal. *Parents*, 1/93. "Rules of thumb" for teaching children to be cautious with people they don't know, yet not so wary that they are automatically fearful of all life outside the family.
40. **Living With Diversity: A Memo to All Parents and Staff.** *Child Care Information Exchange*, 6/90. Sample note to send home explaining your center's policy on diversity of staff and the families the center serves. If parents are anxious about a staff member, a follow-up procedure is outlined.
41. **When Values Collide: Exploring a Cross-Cultural Issue.** J. Gonzalez-Mena. *Child Care Information Exchange*, 3/96. Child-rearing styles vary from culture to culture; what one family may see as the norm, another may find totally unacceptable. We must learn from one another, however, "just because it's cultural doesn't mean it's good for children".
42. **Caught Between Cultures.** C. Greer. *Scholastic Early Childhood Today*, 11/12-93. Excellent example of how a child feels when the home culture is different from the school or the child care situation.
43. **Creating Culturally Consistent and Inclusive Early Childhood Programs for All Children and Families.** Booze/Greer/Derman-Sparks. *Child Care Information Exchange*, 1/96. Creating continuity between the child's home culture and the care/education setting is done in the many ways we interact with children during the day. Some questions to ask and guidelines to follow for helping yourself accomplish this.

44. **Multicultural Learning Styles.** K.C.Y. Liu. *First Teacher*, 9/10-91. Cultural backgrounds produce behavior patterns that affect the way children prefer to learn and participate. Particular characteristics of several ethnic learning styles are shared.
45. **Teachers' Expectations About the Timing of Developmental Skills: A Cross-Cultural Study.** C.P. Edwards/ Lella Gandini. *Young Children*, 5/89. Teachers' developmental rating of the children in their care varies according to their own cultural background as well as the amount of training and experience with children they have.
46. **The Children We Teach.** *Scholastic Early Childhood Today*, 11/12-95. Leaders in the field of early education share their expertise on children and their diverse family legacies with practical suggestions for how to prepare the child care environment for diversity.
47. **Welcoming Each Child.** *Scholastic Early Childhood Today*, 11/12-92. Family culture is not always based on ethnic background, but on the parenting style or personalities of the family members. Enriching children culturally can also mean helping them experience aspects of life from diverse areas of our own country, i.e., plants that grow in soil types uncommon to your area, like cactus or moss.
48. **Tell Me a Story: Interweaving Cultural and Restorative Strands into Early Storytelling Experiences.** Genisio/Soundy. *Day Care and Early Education*, Fall 94. One way to discover a child's perceptions of the world is through creating stories together, whether about everyday routines or fantastic imaginings.
49. **Vygotsky's Theory: The Importance of Make-Believe Play.** L.E. Berk. *Young Children*, 11-94. Fantasy play is a leading factor in child development; the rules applied during play and the social interaction that takes place then are significant. Children learn much about each other's cultures and build understanding through play.
50. **"Here's Mommy, Here's Baby."** S. Miller. *Scholastic Early Childhood Today*, 11/12-95. Suggestions for enhancing family play in the housekeeping corner so that children are tempted to try out less stereotypical roles.
51. **Multicultural and Nonsexist Prop Boxes.** Boutte/Van Scoy/Hendley. *Young Children*, 11/96. Children's exposure to other cultures should happen on a daily basis in a way that surrounds the child, i.e., through play. Contents of prop boxes can include elements from cultures not always represented in your center but which can open the way for discovery and exploration.
52. **Unraveling the Mystery of Parents' Work.** Jacobs/Chandler/Hausknecht. *Early Childhood Education Journal*, Vol.24, No.1, 1996. Teachers can support children's awareness of their parents' work activities; increased self-esteem, security, family pride, and relief from separation stress are a few of the reasons why it is important for children to know about the work their parents do.



Henry's dad always worked late at the restaurant. Even though Henry was only a year old at the time, he'd stay up with the family to see dad and have supper together when he came home from work. This meant Henry took his nap earlier than the other children, but we adjusted. I carried a monitor to listen for him if we were outside; I thought that was a better solution than disrupting their family time.

-Joan Laurion, in Village of Kindness

53. **I Am a Mirror, I Am a Window, For a Child Who Needs Me.** J. Zatorski. *Young Children*, 1/95. As caregivers, our reactions are often what a child's self-esteem is built on; we not only need to affirm a child's worth but to provide him/her with hopefilled experiences.
54. **Research in Review: Adult-Child Relationships in Early Childhood Programs.** Elicker/Fortner-Wood. *Young Children*, 11/95. Research now agrees with common sense; a bonding relationship with an attentive, responsive adult is necessary for a child to become emotionally secure and an eager learner.
55. **The Impact of Child Care Policies and Practices on Infant/Toddler Identity Formation.** J.Ronald Lally. *Young Children*, 11/95. "Never before have so many very young children spent so much time in the presence of nonfamily members...Through cultural learning, children gain a feeling of belonging, a sense of personal history, and security in knowing who they are and where they come from. Therefore, caregivers should pay great attention to incorporating home practices into care."
56. **Advice to an Inexperienced School Age Child Care Teacher From an Expert.** F. Heath. *Child Care Information Exchange*, 1/96. Afterschool time should be just that, with the emphasis on the "after"; a less structured time separate from the demands of school.
57. **Teacher-Parent Partnerships.** K.J. Swick. *ERIC Digest*. This article outlines attributes that a valued teacher/provider possesses; what teachers need to strengthen in themselves in order to best strengthen the parents' roles and form an alliance that works to the good of the children.
58. **What Parents Really Want in Child Care: Making Your Program Parent-Friendly.** Breaux/Thibodeaux. *Texas Child Care*, Spring 96. The top ten characteristics parents want in caregivers include easing separation, helping with transportation and providing nutritious meals, but the basic ingredient is trust.
59. **Being There For Babies! The Importance of Trust.** A.L. Dombro. *Scholastic Pre-K Today*, 11/12-92. Providers can help trust happen by being dependable and knowing each child as an individual, adapting routines to accommodate that child's needs.
60. **Parent Involvement: It's More Than Baking Muffins.** *Texas Child Care*, Summer 94. Communication is the key to making parents your allies; though done many ways, some basic rules of respect apply.
61. **Family Journals: The Bridge from the School to Home and Back Again.** N. Harding. *Young Children*, 1/96. It is not always possible to share with parents before and after care. A journal gives you both time to express thoughts and share incidents in a more completely recorded manner than "on the run" and less formally than in a conference setting.
62. **Family Theme Bags: An Innovative Approach to Family Involvement in the School.** J. Helm. *Young Children*, 5/94. Activity suggestions, with accompanying materials and instructions, are sent home for children to do with their families. Examples of three themes.
63. **Home Visits: A Child-Centered Approach to an Old Concept.** T. Meyer. *Day Care and Early Education*, Spring 90. Home visits should not be a counseling or teaching session nor an opportunity to be critical; the purpose of the visit is to observe, listen and learn about the child and to bring the shared experience back to the classroom to tell the group about together with the child.



*If we were fighting an outside enemy
that was killing our children
at a rate of more than 5,000 a year,
we would spare no expense
in mounting the effort to subdue that enemy.
What happens when the enemy is us?
-Geoffrey Canada.*



Violence

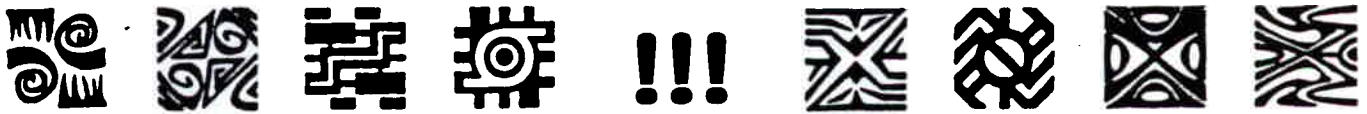
64. **Studies Show TV Violence Harms Children.** *Texas Parenting News*, Fall 95. Research shows that children who view TV violence are more likely to a) behave in harmful ways toward others, b) be less sensitive to the pain of others, c) fear the world around them. TV violence also reduces creativity, limits language skills, and harms social development. Five ways to fight the influence of television are given as well as suggestions for alternative activities.
65. **Reflections Prompted by the Keynote Address at the 1994 NAEYC Annual Conference: But What Does Teenage Violence Have to Do With Us?** H.E. Hagens. *Young Children*, 9/95.
66. **Superhero Play: Making It Part of Your Curriculum.** Fonville/Afflerbach. *Texas Child Care*, Fall 95. After unsuccessfully banning superhero play and finding it continued "on the sly", the authors decided to turn the tables and were surprised to find how positively the incorporation of power play affected the group.
67. **Limiting Superhero Play in Preschool Classrooms: A Philosophy Statement.** M. Hampton. *Texas Child Care*, Winter 95. Superhero play was banned from this teacher's classroom. She shares a list of advantages to this action and how to go about doing it.
68. **Video Games and Children.** B. Cesarone. *ERIC Digest*, 1/94. Statistics of the effects of video game violence and the ratings major brands received for violent content.
69. **Viewpoint #1: Video-Game Violence.** B. Klemm. **Viewpoint #2: Is Gun Play OK Here?** J. Kuykendall. *Young Children*, 7/95.
70. **The Mighty Morphin Power Rangers: Teachers Voice Concern.** Levin/Carlsson-Paige. *Young Children*, 9/95.
71. Brochure: **Media Violence and Children: A Guide for Parents.** Horton/Zimmer. NAEYC.
72. Brochure: **Stay Tuned.** *Nat'l Ass'n for the Prevention of Child Abuse (NAPCA)*. At today's TV watching rate, children will have watched 10 years of television by age 70. It is vital that parents and caregivers pay attention to program quality and content.



*You are the bows from which
your children as living arrows are sent forth.
-Kahlil Gibran, in The Prophet*

Children's Literature

73. **List of 40 Children's Books Available to Borrow From CCIC.** Selected for their content dealing particularly with diverse home cultures, fathers, and elderly persons in the lives of children.
74. **List of African Children's Books Available to Borrow From CCIC.** Selected for their authenticity and colorful artwork. See review on following page.



Africa: Tales of Magic and Mystery

A group of new books at CCIC will be of interest to teachers of school-age children, African-American children, and/or those who operate purposeful multi-cultural classrooms for 4-5 year-olds. These books include three paperback books about a little girl (Mcheshi) of Kenya, whose daily adventures going to the market or on a journey are told in both English and Swahili. The pronunciation of Swahili is much like Spanish (soft vowels, and the accent on the next to the last syllable generally), so with a little practice, teachers and children can learn some key phrases: "habari?" (how are you) and "ndio" (which means "yes"). These Mcheshi books are printed by Jacaranda Press in Nairobi, Kenya, where I have lived, and are widely distributed in Nairobi bookstores. They are favorites for families who have sufficient income to buy books for their children and middle-class preschools in the cities, and are part of the emergent literature from Kenya that focus on real happenings of real children.

One of my favorites of the new offerings at CCIC is "The Honey Hunters" by Francesca Martin. Martin was born in Kenya, and she offers a beautifully illustrated traditional African folktale that draws one into the book. This story can best be used with small groups of children, read by an adult or parent to tell the simple tale of a honey guide bird who leads other animals to the source of honey (truly, it does this!!). The fighting and arguments that ensue are offered as a moral to the story of greed. Since the illustrations are exquisite, allow for plenty of time to "find things" in the pictures, such as the chicken or the leopard or the snake.

The Caldecott Award winner from 1987, John Steptoe's "Mufaro's Beautiful Daughters", is an important book for almost any home or school library. This story from Zimbabwe, originally written in 1895, and the illustrations are taken from the ruins of Zimbabwe culture. Mufaro's daughters typify what can happen when one sister is lovely and kind, the other mean-spirited and conniving. Readers ages 7-10 will especially enjoy exploring the journey that daughter Nyasha makes, and how she becomes a queen. This book is important for U.S. schools in making children and adults aware of the long-disappeared kingdoms of Africa, and their splendor.

Finally, a word about "Beneath the Rainbow" (a two-volume set), a collection of children's stories and poems from Kenya. Again, Jacaranda Press in Nairobi has proven itself very competent to publish traditional stories with contemporary themes. The artists and writers at Jacaranda are both black and white Kenyans, who create and convey important messages to Kenyan children: poachers can hurt the animals, nature is sometimes violent and unpredictable, and the environment must be protected.

"Books About Africa" can encompass West African (Ghana and Senegal), Central Africa (Central African Republic and Zaire), South Africa (the Republic of South Africa, Lesotho, and Zimbabwe), East Africa (Kenya, Tanzania, and Uganda) and North Africa (Morocco and Libya). When proposing to do a unit "on Africa", teachers of young children should select a part of this vast continent on which to focus, and avoid generalizing from one country to another. Swahili speakers have certain traditions, while the Ahsanti have very different views of the world and their own traditions. Use the new books at CCIC to broaden your own horizons, learn new pronunciations, and visit the part of our world where folk tales of magic and mystery still are appreciated and told.



-Diane Adams, CCR & R Network Consultant,
author of The Family Child Care Handbook,
and frequent visitor to East Africa.

Books to Borrow

!! **Hot Off the Press!**
For loan or purchase (\$10)
Family Child Care Handbook 1996
By Diane Adams



75. **FatherLove: What We Need, What We Seek, What We Must Create.** Richard Louv. Anecdotal illustrations of fatherhood in all its variations, good and bad, and its potential.
76. **Fathers and Families: Paternal Factors in Child Development.** Henry Biller. Father-presence in childhood has a significant impact on child development. This book is a combination of research findings and advice for father involvement.
77. **Uncommon Fathers: Reflections on Raising a Child With a Disability.** Donald J. Meyer, editor. This is a book to weep over; a realistic, painful look at the inside of families and fathers who have met the challenge of the unexpected, when extraordinary strength is required. Many fathers share their thoughts, insights, and feelings in this collection of essays.
78. **Father Facts.** Wade Horn. A booklet reviewing the latest social science literature and revealing the current trends, i.e., the average child today can figure on living a significant portion of their childhood without their father in the same household.
79. **Fathers and Toddlers.** Jena Marzollo. A warm reader-friendly guide for dads filled with explanations of the "why" of stages, the "how" of building self-esteem, and activity ideas for children 18 months to three years old.
80. **Working With Fathers.** Compiled by the Minnesota Fathering Alliance. Advice for programs wishing to interact more with fathers with the goal of improving their fathering abilities.
81. **Wolf Story.** Wm. McCleery. A father tells a story to his son while they do many things together over several days. The son directs the story's evolution. Through the storytelling, the father grows to understand the child better and the child grows in understanding.
82. **Ties That Stress: The New Family Imbalance.** David Elkind. A look at what the American family has become and how that changes childhood, changes children, and therefore must change child care and parenting. A large portion of the book deals with adolescence.
83. **Liberated Parents, Liberated Children: Your Guide to a Happier Family.** Adele Faber/Elaine Mazlish. Addresses real-life problems families encounter through the format of group brainstorming and sharing of anecdotes; many strategies are offered for resolving conflicts.
84. **For The Love of Children: Daily Affirmations For People Who Care For Children.** Jean Steiner/ Mary Steiner Whelan. A morale booster; short reflections and anecdotes illustrating the worth of caregivers.
85. **Running a Parent/Child Workshop: A How-To-Do-It Manual for Librarians.** Sandra Feinberg/Kathleen Deerr. Good preparation strategies for any workshop organizer.
86. **Dear Parents: Letters to Parents of Young Children.** Anne Rogovin. Over 50 ideas for parent-child interaction cleverly packaged in light-hearted letters to parents.

87. Family Times. Day/Small/Fitzsimmons. *4-H Youth Development and Family Living Education Programs, UW-Extension*. Activities with adaptation ideas for younger or older participants, that help strengthen family unity and self-esteem.
88. Sing Us a Story: Using Music in Preschool and Family Storytimes. Jane Marino. A why-and-how book on providing a musical environment for children; words, music and suggested interactions for together times.
89. The Read-Aloud Handbook. Jim Trelease. Reading aloud to children encourages them to read. Ideas for different read-aloud programs and annotated list of good read-aloud books for infants to eighth graders.
90. Fold and Cut Stories. Mallett/Ervin. Stories to tell while creating a visually relevant figure. Stories include, "Where Does Your Father Work?".
91. Musical Games, Fingerplays and Rhythmic Activities for Early Childhood. Wirth/ Stassevitch/ Shotwell/ Stemmler.
92. Fun From Scratch (and other stuff!) Patti Richards/ Debbie Hintz. A collection of over 85 recipes and ideas for open-ended activities.
93. 365 Outdoor Activities You Can Do With Your Child. S. & R.Bennett. Switch off TV and have fun outdoors, ie, making birdbaths, and creating a highway through the yard.
94. 365 TV-Free Activities You Can Do With Your Child. S. & R.Bennett. Play ideas so fascinating that children will forget about television; requiring only common household materials.
95. The Best Toys, Books & Videos For Kids. J.Oppenheim/ S.Oppenheim. 1996 guide to 1,000 new products, including software, audio and special-needs products; ages 0-10 years.
96. The Internet Kids Yellow Pages. Jean Armour Polly. Web site addresses for finding out about a multitude of topics, from home-schooling to yo-yos.
97. Between Teacher & Parent: Supporting Young Children as They Grow. Adele M. Brodtkin. "Why's My Mommy Crying?", "My Dad Has a New Wife", "My Mom Works Nights" and "Our Dog Died" are a few of many topics dealt with by this psychologist/columnist.
98. Scaffolding Children's Learning: Vygotsky and Early Childhood Education. Laura E. Berk/Adam Winsler. NAEYC. Russian psychologist Vygotsky says that people are a product of their social and cultural worlds; therefore, to understand children well we must understand the social, cultural and societal contexts in which they develop. This book explains in an engaging manner the theory in practice in early childhood settings.
99. Grassroots Success: Preparing Schools and Families for Each Other. Washington/ Johnson/ McCracken. *W.W.Kellogg Foundation/NAEYC*. Funding has gone toward a number of projects, including the Milwaukee Early Schooling Initiative, to work on improving school readiness in communities whose children are challenged by poverty or stress and at risk of school failure. The primary goal is to strengthen families.
100. In The Neighborhood: Programs That Strengthen Family Day Care For Low-Income Families. Mary Lerner. *National Center for Children in Poverty*. Specific programs that have proven successful in communities around the country, which organization sponsored them, program structure and funding, and the challenges each will meet in the future.



*You-all means a race or section,
Family,
party,
tribe,
or clan;
You-all means the whole connection
Of the individual man.*

-You-All; The Richmond Times-Dispatch

140. **ESSENTIAL CONNECTIONS: TEN KEYS TO CULTURALLY SENSITIVE CHILD CARE.** Produced by the California State Dept. of Education and the Center for Child & Family Studies, Far West Laboratory for Educational Research & Development. Sacramento, CA: CA State Dept. of Education. 1992. VHS, color, 36 min. + booklet. Because children from birth to three are in the initial stages of forming a sense of self, they are particularly hurt by negative messages about their cultural identity. These ten recommendations about program structure and interpersonal give-and-take will help you strengthen children's connections with their families and their home culture.
141. **ADULT-CHILD INTERACTIONS: FORMING PARTNERSHIPS WITH CHILDREN.** Ypsilanti, MI: HighScope, 1996. VHS, color, 60 minutes. Throughout the daily routine, teachers demonstrate how listening, observing, and taking cues from children through conversation and play guides the adult leader's actions and planning.
142. **FROM NO TO YES.** Produced by KNB Productions. Evanston, IL: Altschul, 1995. VHS, color, 13 min. How parents can deal with their two- to six-year-old children's temper tantrums without spanking them. The developmental aspects of temper tantrums are explored, and techniques for calming children and avoiding power struggles are shown.
143. **WHEN THEY NEVER EVER LISTEN.** Evanston, IL: Altschul, 199?. VHS, color, 17 min. In this segment from the 20/20 TV news program, Dr. Stanley Turecki, author of The Difficult Child, counsels a family on dealing with their temperamental child.
144. **CLAP YOUR HANDS.** Produced by KNB Productions. Evanston, IL: Altschul, 1995. VHS, color, 12 min. Creative and recreational activities for parents to do with their children.
145. **SMART SNACKING FOR CHILDREN.** Evanston, IL: Altschul, 1994. VHS, color, 12 min. Snacking can give children important nutrients if we plan snacks as mini-meals and shop for them accordingly. Three different families share their ideas for healthy, fun snacks.
146. **WHAT EVERY FAMILY NEEDS.** Mary Culkin, Cost and Quality Team, University of CO at Denver. Boulder, CO; Chariot Productions, 1995. VHS, color, 30 min. A video program on the economics of child care and early childhood education, by the same group that conducted the controversial study on the quality of infant-toddler care in the United States. Features interviews with leading child advocates, i.e., Jerlean Daniels, Ellen Galinsky, Kathy Modigliani, Barbara Willer, Roger Neugebauer, and others.

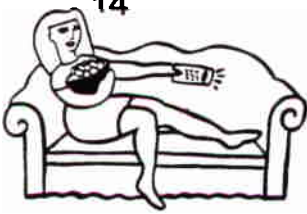
101. **Side By Side: Exploring Your Neighborhood Through Intergenerational Activities.** Matthew Kaplan. A curriculum and program planning guide for linking school-agers and senior citizens in activities that are relevant to them both as well as the community.
102. **Older Adults Caring for Children: Intergenerational Child Care.** *Generations United.* A directory of over 100 national organizations and intergenerational programs, this book also presents the issues and rationale for combining seniors and preschoolers in child care programs.
103. **Young and Old Together.** Seefeldt/ Warman/ Jantz/ Galper. *NAEYC.* Some points covered are: the coordinator's role, recruitment, curriculum materials, the ways different ages of children can interact with seniors, how goals differ at different stages, and program evaluation.
104. **The Productive Employment of Older Adults in Child Care.** Newman/ Vander Ven/ Ward. *Generations Together,* NAEYC endorsed. Guidelines for intergenerational programs.
105. **Early Violence Prevention: Tools for Teachers of Young Children.** Slaby/Roedell/Arezzo/Hendrix. Resolving conflicts non-violently in the continuously more violent culture of today by striking the right balance between assertiveness and aggression, becoming neither victims nor aggressors, is a problem facing all children. Teachers may find helpful strategies for assisting children in developing strength of character.
106. **The Crisis Manual for Early Childhood Teachers.** How to Handle the Really Difficult Problems. Karen Miller. Homelessness, racism, divorce, television violence are a few topics covered in depth. Includes organizations and hotlines for further help.
107. **Common Sense Discipline.** Building Self-Esteem in Young Children: Stories From Life. Grace Mitchell. Addresses a variety of stumbling blocks for today's caregiver, i.e., children dividing time between divorced parents, grandparents raising grandchildren, school violence, what to do when a teacher insists on behavior that contradicts what is taught at home and more familiar problems, such as learning to share.
108. **Teenagers With ADD.** Chris A. Zeigler Dendy. Children with ADD have new difficulties when reaching adolescence which pose exceptional challenges for parents and youth workers. This book describes common behaviors and possible interventions.
109. **The Peaceful Classroom.** 162 Easy Activities to Teach Preschoolers Compassion and Cooperation. C.A. Smith. Each idea page includes: a list of materials needed, vocabulary to use, where and when the activity is to take place, ways to involve the parents, and the age and social skill to be emphasized.
110. **Learning the Skills of Peacemaking.** An Activity Guide for Elementary-Age Children on Communicating, Cooperating, Resolving Conflict. Naomi Drew. Lesson ideas for practicing conflict resolution and disarming classroom battles.
111. **Peacemaker's A,B,Cs for Young Children.** Rebecca Ann Janke/ Julie Penshorn Peterson. A guide for teaching conflict resolution with a peace table, a formal setting for working out a plan for getting along. "A is Always stop right now, Ask to work it out somehow. Become communicators, tell your part, share the feelings in your heart. B is Brainstorm things to do. C is Choose a plan to do. D is Do it, then it's E, Evaluate with you and me."
112. **Pathways to Play: Developing Play Skills in Young Children.** Sandra Heidemann/Deborah Hewitt. Information source for understanding the basics of play, setting the stage, planning the facilitator's role, and teaching strategies. Includes play checklist and planning form.

113. **Words Can Hurt You.** Beginning a Program of Anti-Bias Education. Barbara J. Thomson. Activities for ages early childhood to grade 3 that go beyond the "tourist" approach to multiculturalism in the classroom when allowed to permeate the curriculum. Particular curriculum areas and ages are identified as most appropriate for "connecting" each activity.
114. **White Teacher.** Vivian Gussin Paley. "How do I use my own behavior as a teacher to help my students learn to deal constructively with racial and social differences?" A white preschool teacher records her growth in dealing with what all children experience in the transition from the "known" accepting home environment into the "unknown" critical classroom environment.
115. **Multicultural Teaching.** A Handbook of Activities, Information, and Resources. Pamela L. Tiedt/Iris M. Tiedt. Choral reading, calligraphy, and other whole language activities that support classroom unity while exploring the diverse "American" cultures.
116. **Festivals Together: A Guide to Multi-Cultural Celebration.** Sue Fitzjohn/Minda Weston/Judy Large. Background information about many lesser and greater celebrated festivals shared in personal reminiscences by many authors. A variety of ideas, recipes, activities, poems and stories are included for enriching group times.
117. **Hands Around The World: 365 Ways to Creatively Build Cultural Awareness and Global Respect.** Susan Milord. A variety of games and other activities.
118. **My Own Fun.** Creative Learning Activities for Home and School, Ages 7-12. Buhai Haas/Cross Friedman. Themes and project ideas, some of which contrast different countries' approaches to the same theme, i.e., dyeing, sewing, weaving; pastes and putties; kites; names.
119. **Multicultural Snacks.** Common Ingredients, Different Cultures. Susan Hodges. *Totline*. Everyday foods become exciting when prepared in ways typical for different countries.
120. **The Multilingual Translator.** Helen H. Moore. Words and phrases in 15 languages with pictorial cues to help you communicate with students of diverse backgrounds. Grades K-8.
121. **Hand in Hand: Multicultural Experiences for Young Children.** Teacher's Resource Book. Jocelyn Graeme/Ruth Fahlman. Nine theme units of purposeful activities, goals and ideas for developing the experiences further, lists of resources and a bibliography for each theme unit.

He prayed-
it wasn't my religion.
He ate-
it wasn't what I ate.
He spoke-
it wasn't my language.
He dressed-
it wasn't what I wore.
He took my hand-
it wasn't the color of mine.
But when he laughed-
it was how I laughed, and
when he cried- it was how
I cried.



-Amy Maddox, Underneath We're All the Same



Audiovisual Materials To Borrow



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122. **MEN: CARING FOR YOUNG CHILDREN.** Produced by Bonita Klemm, Assistant Professor, Early Childhood Division, State University of New York at Cobleskill. Washington, DC: NAEYC, 1993. VHS, color, 31 min. Men from a wide variety of early childhood settings describe why they have chosen careers working with young children.
123. **THE NEW FATHER: DIALOGUES WITH NURTURING DADS.** Irene Young. VHS, color, 47 min. Documentary film featuring men from all areas of the country defining their views of the changing father image and how they see themselves participating in their children's lives.
124. **POSITIVE PARENTING: TIPS FOR FATHERING.** Children's Trust Fund. Madison, WI; 1996. VHS, color, 25 min., closed captioned. Addresses specifically age stages: birth to 9 months, 9 months to 2 years, 2 years to 3 years, and tips for safety.
125. **FATHERING A CHILD WITH SPECIAL NEEDS: INTERVIEWS WITH PARENTS.** Parents in Partnership Project, Edmund S. Muskie Institute of Public Affairs, University of Southern Maine. Portland, Maine; 1993. VHS, color, 28 minutes. Three fathers share their different situations raising autistic children; how they have been affected financially and socially and what advice they would like to give professionals dealing with families like theirs.
126. **BLENDED FAMILIES: YOURS, MINE, AND OURS.** Written by Paul Terry, hosted by Dick VanPatten, produced by Clark County School District, Las Vegas, NV. Niles, IL: United Learning, 1991. VHS, color, 30 min. + user's guide + blackline masters. Addresses the special problems unique to stepfamilies, gives advice on how to avoid common pitfalls, and suggests steps to take to help the process of becoming a family.
127. **SINGLE PARENTING.** Written by Paul Terry, hosted by Dick VanPatten, produced by Clark County School District, Las Vegas, NV. Niles, IL: United Learning, 1991. VHS, color, 30 min. + user's guide + blackline masters. Focuses on ways to minimize the adverse effects of divorce or death on children.



*The best gift I can give my children,
is to love their mother.*

-Dr. Melvin Oliver Wedul, educator.

FAMILY VIOLENCE IN AMERICA: THE POWER WITHIN. Evanston, IL: Altschul, 1995. 3 VHS, color, 22 min. videotapes. Hosted by Art Linkletter and featuring Jane Middleton-Moz, this series examines the family's role in perpetuating violence in our culture today and also the family's potential for healing.

128. **Tape 1. CHILD ABUSE.** Focusing on the whole family of origin, this program addresses generational patterns of family abuse and shows how these patterns set the stage for children to become perpetrators and victims of abuse in later life.
129. **Tape 2. THE FEAR OF ANGER.** Examines the unhealthy expression of anger and teaches healthy anger management, including positively assertive behaviors, so that family members can replace aggressive behaviors with healthy communication.
130. **Tape 3. CONFLICT RESOLUTION.** Concrete guidelines for conflict resolution within the family, and demonstrates that conflict resolution skills minimize the possibilities for violence.

131. **PROTECTIVE BEHAVIORS FOR CHILDREN: A GUIDE FOR PARENTS.** By Natalie Aikins and Keli Meyer. Produced by the Madison Police Department and Citicable 12. Madison, WI: City of Madison, 1994. VHS, color, 26 min. + booklet + fact sheets. Describes the Student Anti Victimization Education (SAVE) program taught in Madison schools by the Madison Police Department. Tells parents and caregivers why not to teach "stranger danger" or "good touch, bad touch" and what to teach instead to help prevent child sexual abuse.
132. **MACGRUFF ON DANGEROUS STRANGERS.** Chatsworth, CA; AIMS Media, 1994. VHS, color, 15 min. + discussion guide. MacGruff, the crime dog, talks to kids about who is a "stranger" and ways to stay safe to and from school. Reinforces basic guidelines to follow and shows children in situations when they must make choices.
133. **SAFE ACTIVE PLAY: A GUIDE TO AVOIDING PLAY AREA HAZARDS.** NAEYC. How to identify and avoid the 12 most common causes of playground injuries.

HOW TO TALK SO KIDS WILL LISTEN. By Adele Faber and Elaine Mazlish. Rye, NY: Faber Mazlish Workshops, 1989. 6 VHS, color, approx. 25 min. tapes, each with leader's guide. Excellent series for anyone who lives or works with children. To help you learn ways to communicate more effectively with children, the tapes combine role playing and dramatizations with group discussion led by Adele Faber and Elaine Mazlish. The tapes are especially effective when used interactively in six workshops of 1 1/2 to 2 hours each. The leader's guide suggests activities your group can do in between tape segments. Any motivated person can conduct the sessions, or the members of the group can take turns serving as chairperson.

134. **Tape 1. HELPING CHILDREN DEAL WITH THEIR FEELINGS.** 26 min. Exploration of what happens to children when their feelings are denied. Specific skills that help children to recognize and cope with their negative feelings. Ways to accept children's feelings, limit unacceptable behavior, and still maintain goodwill.
135. **Tape 2. ENGAGING COOPERATION.** 25 min. How children react to commonly used methods to get them to cooperate: threats, warnings, orders, name-calling, sarcasm, lecturing, etc. Five ways to invite cooperation that will leave adults and children feeling good about themselves and each other.
136. **Tape 3. ALTERNATIVES TO PUNISHMENT.** 21 min. How do children react to punishment? Is it necessary to rely on punishment as a means of discipline? Some alternatives to punishment that enable adults to express their strong disapproval as well as encourage children to assume responsibility for their behavior.
137. **Tape 4. ENCOURAGING AUTONOMY.** 26 min. Ways to help children become separate, responsible people who can one day function on their own. Specific skills that help children learn to rely upon themselves rather than upon their parents and other adults.
138. **Tape 5. PRAISE.** 27 min. An exploration of the kinds of praise that build a positive and realistic self image--and the kinds that do not. A variety of ways to help children become aware of their strengths so that they can put them into action.
139. **Tape 6. FREEING CHILDREN FROM PLAYING ROLES.** 25 min. A look at how children are sometimes cast into roles (bully, whiner, dawdler, mischief-maker, etc.) and how we can free them from playing out these roles. Six skills that you can use to help children see themselves in a different and more positive light.

147. **PROTECTIVE URGES: WORKING WITH THE FEELINGS OF PARENTS AND CAREGIVERS.** 1996. VHS, color, 27 min. + booklet. This video shows how caregivers can come to better understand the normal behaviors of parents of infants in care, including highly emotional behavior and conflicting feelings about caregiver/child relationships. The tape first focuses on how caregivers can help parents with their fears and concerns and then suggests how caregivers can deal with their own feelings.
148. **BEST FOR MY BABY: LOW INCOME PARENTS AND THE STRUGGLE TO DO THE RIGHT THING.** Written by Jim Greenman. Produced by Ann Follett & Jim Greenman. Minneapolis, MN: Greater Minneapolis Day Care Assn., 1991. VHS, color, 30 min. + facilitator's guide. Black, White, Hispanic and Native American parents tell of their struggles to give their children under three the best care, guidance, and learning experiences they can. Valuable resource for low-income parents, at-risk teenagers, and human service, education and child care professionals.
149. **CHILD DEVELOPMENT: THE FIRST TWO YEARS.** Produced by Special Interest Productions, 1990. New York: VIEW Video, 1993. VHS, color, 47 min. Information and advice for the new parent. Developmental periods discussed are 0-3, 3-6, 6-12, 12-18, and 18-24 months. **This videocassette is licensed for home use only and may not be shown at a public performance.**
150. **SMARTER THAN YOU THINK.** Evanston, IL: Altschul, 199?. VHS, color, 19 min. In this segment from the 20/20 TV news program, John Stossel shows us examples of infant development and discusses them with Dr. T. Berry Brazelton and Dr. Stanley Greenspan. We learn that babies are actually smarter than most people think and that it is critical to their future development that we treat them accordingly.

Babies are such a nice way to start people.
-Don Herold



GROWING TOGETHER: REAL BABIES, REAL LIFE, REAL HELP FOR TEEN PARENTS. Circle Pines, MN: American Guidance Service, 1992. 6 VHS, color videotapes. Hosted by Jou Jou Papailler, who comes across as a very caring young man, this series provides special help to at-risk teenage mothers. Each tape develops the young mother's confidence in her ability to care for her baby between birth and six months.

151. **Tape 1. JUST LIKE YOU: YOUR BABY IS A PERSON.** 20 min. Explores the concept of uniqueness and gives the teenage mother ways to develop her own self-esteem and that of her baby.
152. **Tape 2. OUT OF DANGER: YOUR BABY'S SAFETY.** 18 min. Shows the vulnerability of babies to dangerous situations and the steps a mother can take to protect her infant. Covers inexpensive safety measures for inside, outside, and in the car.
153. **Tape 3. GOOD FOOD FOR A GOOD START: YOUR BABY'S NUTRITION.** 14 min. Teaches the fundamental principles of proper infant feeding and a healthy diet. Also explains and encourages a healthy diet for the teen mother.

- 154. **Tape 4. STRONG AND HEALTHY: YOUR BABY'S HEALTH.** 17 min. Covers the most basic information a young mother should know to maintain her infant's health and her own, including how and when to call the doctor. Stresses the importance of the mother's own diet, rest, exercise, birth control, and STD protection.
- 155. **Tape 5. WHAT MY BABY CAN DO: PHYSICAL DEVELOPMENT.** 14 min. Covers normal physical development of infants birth to six months. Mothers learn what to expect from babies and how to help babies grow and learn.
- 156. **Tape 6. FEELINGS, FAMILY, FRIENDS: SOCIAL AND EMOTIONAL DEVELOPMENT.** 17 min. Shows how to promote the infant's social and emotional well-being through play activities and positive relationships with family and friends.

WHAT LILY LEARNED. Evanston, IL: Altschul. 5 VHS, color videotapes. In these dramatizations, Lily, a young single mother, shares what she has learned in parenting classes and through keeping a journal about raising her daughter.

- 157. **FIRST FOODS: LILY FEEDS HER BABY.** 1991. 14 min. Lily briefly explains the dietary needs of infants and how these needs change during the baby's first year. Introducing new foods, watching for allergic reactions, food preparation, and dealing with both the baby's and the parent's emotional reactions towards eating are discussed. Advice on choking is outdated, updated printed information included with video. Spanish version also available.
- 158. **FEEDING YOUR TODDLER: LILY GETS HER MONEY'S WORTH.** 1991. 17 min. Speedy overview of toddler nutrition based on the four food groups of milk, protein, vegetables and fruit, and cereals. Presents a variety of food options even for those on the strictest budgets. Also covers food preparation, smart grocery shopping, meal planning, preventing tooth decay, the introduction of solid foods, and toddlers' use of utensils. Repeatedly stresses the need for parental love and patience.
- 159. **TODDLER SAFETY: LILY THINKS AHEAD.** 1993. 13 min. Quick overview of some of the household hazards toddlers can get into. Reviews car and water safety and accident prevention.
- 160. **THE FIRST TWO YEARS: WHAT LILY LEARNED.** 1992. 13 min. Lily summarizes her first two years of parenting.
- 161. **YEARS THREE THROUGH FIVE: WHAT LILY LEARNED.** 1992. 16 min. Among the topics Lily covers in telling about her daughter's third through fifth years: no, possessiveness, toilet training, play, eating, health, discipline, talking about feelings, safety, spanking vs. other punishment, choices, bedtime, separation, preschool, and a parent's bottom line responsibilities.
- 162. **TOO MUCH, TOO SOON, TOO LITTLE: ADOLESCENT PREGNANCY AND PARENTING.** Produced by CESA #5, the Teen Parent Program, and University Telecommunications, University of Wisconsin-Stevens Point. Stevens Point, WI: Portage Project, CESA #5, 1989. VHS, color, 15 min. + teacher's guide. Real teen moms discuss the difficulties of teen pregnancy and parenting. Designed to trigger thoughtful decision making and life planning.
- 163. **STOP A.S.A.P.: AVOIDING SUBSTANCE ABUSE DURING PREGNANCY.** Evanston, IL: Altschul, 1995. VHS, color, 15 min. Strong warning against using drugs, alcohol, or tobacco while pregnant. Shows that a mother's use of these substances during pregnancy can have very sad lifelong consequences for her baby.

*Let me grow lovely growing old,
So many fine things do;
Laces, and ivory, and gold,
And silks need not be new.
-Karle Wilson Baker*



164. **GENTLE CONNECTIONS: A HANDS-ON-HANDS INTERGENERATIONAL PROGRAM.** Helen Block. Des Plaines, IL; Oakton College, 1989. VHS, color, 20 min. + discussion guide. Preschool children come to understand the process of aging and develop gentle, caring relationships with older adults by interacting with them and giving them gentle hand massages.
165. **INTERGENERATIONAL ACTIVITIES PROGRAM TRAINING VIDEO.** Phil Hayes, producer/director. Binghamton, NY. Broome County Child Development Council, Inc., 1989. VHS, color, 28 min. + training guide + handbook. Six steps to follow to develop a successful intergenerational activities program between a child care center and an adult care center. Includes lots of ideas for fun things preschoolers and nursing home residents can do together.

Children's Audiocassettes & Videos To Borrow

166. **NO ONE CAN EVER TAKE YOUR PLACE.** Fred Rogers. Book + audiocassette. Listen and sing-along story from Mister Rogers Neighborhood. Jealousy is a common feeling for children threatened by new people entering their spheres of friends and family.
167. **WISHES DON'T MAKE THINGS COME TRUE.** Fred Rogers. Book + audiocassette. Listen and sing-along story from Mister Rogers Neighborhood. Children sometimes feel guilt for bad happenings they imagine themselves to be the cause of.
168. **MISTER ROGERS: MUSICAL STORIES.** VHS, color, 59 min. Operatic adventure stories for preschoolers. In *Potato Bugs for Cows*, a cow longs to be a potato bug, but is led at last to be very happy just as she is. *A Granddad for Daniel* deals with Daniel Tiger's desire for a grandfather and the family members' diverse reactions to that.
169. **MISTER ROGERS: MUSIC AND FEELINGS.** Fred Rogers. Family Communications, Inc, 1986. VHS, color, 65 min. Mister Rogers visits with cellist Yo Yo Ma about the importance of music to Mr. Ma as a child and learns clapping games from Ella Jenkins' childhood. The Neighborhood of Make-Believe plans a festival of bass violins.
170. **JOHNNY COSTA PLAYS MISTER ROGERS' NEIGHBORHOOD JAZZ.** Family Communications Inc; 1985, F.Rogers. Audio. All the favorite tunes from the tv show in flowing jazz piano renditions.
171. **A CHILD'S WORLD OF LULLABIES: MULTICULTURAL SONGS FOR QUIET TIMES.** Hap Palmer. Audiocassette. A collection of pleasant songs both young and old will enjoy humming along to.
172. **JOHN HENRY.** Rowayton, CT; Rabbit Ears Productions, Inc, 1992. VHS, 30 min. Told by Denzel Washington. Music by B.B.King. The legend, as illustrated by Barry Jackson, of the strong and determined steel-driving man versus the steam drill.
173. **FOLLOW THE DRINKING GOURD.** J. Winter. American School Publishers. VHS, color, 12 min. Sung and narrated by R. Richardson. Runaway slaves follow the Underground Railroad to freedom.



Resources Elsewhere

Free guide offering advice for single parents, ***Single Parenting: What You Need to Know***. Contact: The American Association of Pediatrics (A.A.P.), Dept.C, P.O.Box 927, Elk Grove Village, IL 60009-0927.

Free single copies of the brochure, ***Positive Parenting: Tips on Fathering***. Brochure and video tape, TIPS FOR POSITIVE FATHERING, price \$10.00. Contact: Children's Trust Fund, 110 E. Main Street, Madison, WI 53703. Phone: (608) 266-6871. Video and brochure available to borrow from CCIC (see item #124).

For lists of publications and information on fathering/parenting issues, contact:

Male Involvement Project, Family and Work Institute, 330-7th Avenue, NY, NY 10001. Phone: (212) 465-2044. WWW.fatherhood project.ORG

The Institute for Responsible Fatherhood and Family Revitalization, St.Thomas Aquinas Community Center, 1968 N 36th Street, Milwaukee, WI 53208. Phone: (414) 931-5377. Non-profit organization working toward changing the fathering skills of absentee and non-attentive fathers in African-American families. One-to-one counseling, fathering support groups and family outreach.

The National Fatherhood Initiative, 600 Eden Road, Building E, Lancaster, PA 17601. Phone: (800) 790-DADS. National nonsectarian, non-partisan organization. *Fatherhood Today* newsletter and resource catalogue. Membership \$35.

Full-Time Dads Newsletter, P.O.Box 12773, St.Paul, MN 55112-0773.

National Center for Family-Centered Care, 7910 Woodmont Avenue, Suite 300, Bethesda, MD 20814. Phone: (301) 654-6549.

National Committee to Prevent Child Abuse, 332 S. Michigan Avenue, Suite 1600, Chicago, IL 60604. Phone: (312) 663-3520.

National Institute for Responsible Fatherhood and Family Development, 8555 Hough Avenue, Dept.P, Cleveland, OH 44106. Phone: (216) 791-8336.

Family Service America (FSA), 11700 W. Lake Park Dr., Park Place, Milwaukee, WI 53224. Phone:(414) 359-1040, or (800) 221-2681. Also deals with teen parents.

Parents Anonymous, 1717 S. 12th St, Milwaukee, WI 53204. Phone: (414) 671-5575. 24-hour stressline: (414) 671-0566. Phone for local parent support groups and phone numbers.

National Committee to Prevent Child Abuse (NCPA), 332 S. Michigan Ave, Ste.1600, Chicago, IL 60604. Phone: (312) 663-3520. Wisconsin Chapter NCPA, (608) 256-3374.

National Fathers Network, James May, Project Director, 6120 N.E. 8th Street, Bellevue, WA 98008. Fathering children with special needs.

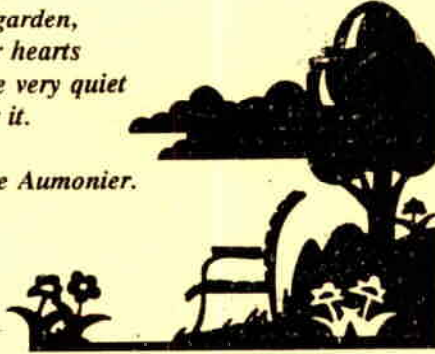
WIN - Wisconsin Intergenerational Network. A statewide organization advocating and promoting an approach to programming that builds on the skills of all generations. Membership information available by contacting Wisconsin Intergenerational Network, P.O.Box 5171, Madison, WI 53705.

Information Center on Children's Cultures, United States Committee for UNICEF, 331 E.38th St., New York, NY, 10016. Phone: (212) 686-5522.

Postscript...Music In The Garden

*There is always
music amongst
the trees
in the garden,
but our hearts
must be very quiet
to hear it.*

-Minnie Aumonier.



We always seem to be ending one era and entering a new one. Some eras will inevitably pass by, such as fashion and music styles. However fast they pass, the eras and the change they represent vary in importance but the effect on that generation makes the participants belong to each other and identifiable for other generations. For instance, we are now seeing the exiting from public office of politicians and policymakers who lived through the national hardships of the Depression and World War II. How far removed were their childhood experiences from those of the youth of today; now we can hardly find families without televisions, or children that understand a rotary phone or a record player.

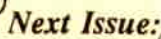
I recently purchased a postcard from a bygone era at the museum shop... a picture of a group of cheerful ladies in dresses and earrings in the grass-floored screenporch of a suburban home watching a Tupperware demonstration on a sunny summer afternoon. I would venture to say that their children were not in child care but probably playing in each others' backyards, basements or the empty lot on the next block. On my Tupperware party postcard, the former baseline assumptions abound; at-home women, ethnically homogenous social groups, safety in the neighborhood, single-family dwellings, backyards, basements, and sunny summers!

While attending a speech by Tom Copeland, Minnesota's guru of family day care tax and business information, I was made aware of the imminent arrival of another new era...the first parent population to have been children in child care themselves. How will this impact families and the individual family culture? What baseline assumptions of values will no longer be attainable, relevant or remembered? What Tom Copeland wanted to call to our attention was that we would find parents more accepting of child care in the new era, more knowledgeable about what is good or bad in a child care center, and nostalgic about their own child care experiences. Like schools applying to alumni for funding support, child care centers will start to apply to their own alumni-now-adults for program support or second generation clients. He gave an example of how a center might let it be known that they needed a new swing set and a suitable plaque would be mounted on the play equipment to commemorate the alumni donor. Or what about establishing an endowment fund to support low-income clients, continuing education of staff, or even positions in early education at higher education institutions?

Perhaps, this next generation of parents will not refer to child care workers as just babysitters but will understand the urgent need for universal quality and accessibility of trained caregivers. Perhaps the parents that stay at home during their children's early years will feel wealthy and put more effort into providing an experience-rich environment for them. And perhaps the caregivers will see themselves as a vital part of the families they serve and function as such. Though the look of child care may change, family traditions may alter, respect for and expectations of caregivers may rise, for each child it is the first and only childhood he or she will have; parents and caregivers must be partners in making that one-and-only childhood music in the garden of life.



-Lita Kate Haddal, editor



GETTING OUTDOORS...

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